

**Houghton Mifflin Harcourt**  
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correlated to the

**Common Core State Standards Initiative for English Language Arts (2010)**  
**Grade K**

Standard	Descriptor	Citations
<b>Reading: Literature</b>		
	<b>Key Ideas and details</b>	
<b>RL.K.1</b>	With prompting and support, ask and answer questions about key details in a text.	TE K.1: 230–231, 272–273 TE K.2: 262–263, 378–379, 430–431 TE K.3: 92–93, 210–211
<b>RL.K.2</b>	With prompting and support, retell familiar stories, including key details.	TE K.2: 70–71, 105, 146–147, 163, 220–221, 227, 309, 329, 379, 395, 438–439, 477, 548–549, 565, 600–601, 608–609, 621, 624–625, 638–639, 647, 651, 659, 670–671
<b>RL.K.3</b>	With prompting and support, identify characters, settings, and major events in a story.	TE K.1: 122–123, 124–125, 208–209, 280–281, 341, 364–365, 385, 398–399, 460, 522–523, 542–543, 566–567, 574–575, 625 TE K.2: 40–41, 92–93, 100–101, 138–139, 308–309, 476–477, 624–625, 670–671 TE K.3: 92–93, 130–131, 138–139, 162–163, 270–271, 278–279, 286–287, 308–309, 316–317, 332–333, 422–423, 454–455, 476–477, 668–669

Houghton Mifflin Harcourt *Trophies* correlated to the  
Common Core State Standards Initiative for English Language Arts (2010), Grade K

Standard	Descriptor	Citations
	<b>Craft and Structure</b>	
<b>RL.K.4</b>	Ask and answer questions about unknown words in a text.	TE K.1: 132, 181, 192, 209, 242, 292, 299, 358, 368, 375, 399, 508, 526, 536, 620, 621, 645 TE K.2: 44, 54, 85, 92, 101, 214, 224, 231, 382, 392, 447, 476, 477, 552, 562, 617 TE K.3: 44, 54, 71, 214, 220, 224, 382, 392, 552, 562, 607, 637, 644
<b>RL.K.5</b>	Recognize common types of texts (e.g., storybooks, poems).	TE K.1: 90–91, 122–123, 132–133, 248–249, 258–259, 280–281, 298, 364–365, 399, 414–415, 460–461, 468–469, 522–523, 582–583 TE K.2: 24–25, 50–51, 130–131, 162–163, 254–255, 278–279, 300–301, 308–309, 332–333, 422–423, 446–447, 558, 616–617, 646, 654–655, 670–671 TE K.3: 70–71, 194–195, 262–263, 333, 454–455, 468–469, 484–485, 548–549, 568–569, 622–623, 637, 668–669
<b>RL.K.6</b>	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	TE K.1: 33, 56–57, 126, 180 TE K.2: 24
	<b>Integration of Knowledge and Ideas</b>	
<b>RL.K.7</b>	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	TE K.1: 364, 385, 508, 574 TE K.2: 40, 92, 117, 255, 532, 548, 593, 600 TE K.3: 194–195, 286, 364, 378, 455, 532, 599, 653
<b>RL.K.8</b>	(Not applicable to literature)	N/A
<b>RL.K.9</b>	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	TE K.1: 566–567 TE K.2: 85, 308–309 TE K.3: 485, 637

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Common Core State Standards Initiative for English Language Arts (2010), Grade K**

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Standard	Descriptor	Citations
	<b>Range of reading and Level of text Complexity</b>	
<b>RL.K.10</b>	Actively engage in group reading activities with purpose and understanding.	In addition to daily Phonemic Awareness, Early Literacy Skills, and Comprehension and Skills, there are additional reading support activities for each week for every theme.

Standard	Descriptor	Citations
<b>Reading: Informational Text</b>		
	<b>Key Ideas and details</b>	
<b>RI.K.1</b>	With prompting and support, ask and answer questions about key details in a text.	TE K.1: 91, 164–165, 230–231, 406–407 TE K.2: 194–195, 262–263, 300, 364–365, 378–379, 408, 422, 430–431, 468 TE K.3: 25, 84–85, 262–263, 548–549
<b>RI.K.2</b>	With prompting and support, identify the main topic and retell key details of a text.	TE K.1: 230–231, 272–273 TE K.2: 262–263, 378–379, 430–431 TE K.3: 84–85
<b>RI.K.3</b>	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	TE K.1: 164–165, 258–259 TE K.2: 194–195, 254–255, 263 TE K.3: 262–263
	<b>Craft and Structure</b>	
<b>RI.K.4</b>	With prompting and support, ask and answer questions about unknown words in a text.	TE K.1: 192, 242, 259, 292, 358, 368, 406, 445, 526, 536 TE K.2: 44, 54, 214, 224, 301, 382, 392, 447, 552, 562, 617 TE K.3: 44, 54, 214, 224, 382, 392, 430–431, 548–549, 552, 562
<b>RI.K.5</b>	Identify the front cover, back cover, and title page of a book.	TE K.1: 56 TE K.2: 408, 422 TE K.3: 84, 210
<b>RI.K.6</b>	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	TE K.1: 230 TE K.2: 262, 378 TE K.3: 84, 262

**Houghton Mifflin Harcourt *Trophies* correlated to the  
Common Core State Standards Initiative for English Language Arts (2010), Grade K**

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Standard	Descriptor	Citations
	<b>Integration of Knowledge and Ideas</b>	
<b>RI.K.7</b>	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	TE K.1: 56, 90 TE K.2: 254–255, 262, 300, 364, 378, 408, 430, 454, 468 TE K.3: 84, 430
<b>RI.K.8</b>	With prompting and support, identify the reasons an author gives to support points in a text.	TE K.1: 56–57, 90–91, 164–165, 230–231, 444–445 TE K.2: 365, 379, 408, 430–431, 484 TE K.3: 84, 210–211, 263, 549
<b>RI.K.9</b>	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)..	TE K.1: 138, 314 TE K.2: 338, 506 TE K.3: 338
	<b>Range of reading and Level of text</b>	
<b>RI.K.10</b>	Actively engage in group reading activities with purpose and understanding.	In addition to daily Phonemic Awareness, Early Literacy Skills, and Comprehension and Skills, there are additional reading support activities for each week for every theme.

Standard	Descriptor	Citations
<b>Reading Standards: Foundational Skills</b>		
	<b>Print Concepts</b>	
<b>RF.K.1</b>	Demonstrate understanding of the organization and basic features of print.	
<b>RF.K.1a</b>	Follow words from left to right, top to bottom, and page by page.	TE K.1: 24, 32, 48–49, 114, 198–199, 248, 374, 422, 468–469 TE K.2: 60–61, 108, 194, 254–255, 278–279, 324–325, 422–423, 568, 654 TE K.3: 24–25, 108–109, 230–231, 254–255, 262–263, 364, 378, 398–399, 430, 492–493, 590–591, 614–615
<b>RF.K.1b</b>	Recognize that spoken words are represented in written language by specific sequences of letters.	TE K.1: 22, 26–27, 30, 46, 54, 56, 74, 88, 104, 120, 162, 178, 180, 186, 196, 206, 220, 236, 246, 256, 258–259, 270, 278, 286, 296, 306, 338, 362, 372, 382, 396, 404, 420, 428, 442, 450, 458, 466, 474, 506, 520, 530, 540, 550, 564, 572, 580, 588, 596, 610, 626 TE K.2: 22, 48, 58, 68, 82, 90, 98, 106, 114, 128, 136, 144, 152, 160, 192, 208, 218, 228, 238, 252, 263, 268, 276, 284, 298, 306, 314, 322, 330, 362, 376, 386, 396, 406, 420, 428, 436, 444, 452, 466, 474, 482, 490, 498, 530, 546, 556, 566, 576, 590, 598, 606, 614, 622, 636, 644, 660, 668 TE K.3: 22, 38, 48, 68, 80, 90, 98, 106, 114, 128, 136, 144, 152, 160, 192, 208, 218, 228, 238, 252, 260, 276, 298, 306, 314, 322, 330, 362, 376, 386, 396, 406, 420, 428, 436, 444, 452, 466, 474, 482, 490, 498, 530, 546, 556, 566, 574, 588, 596, 604, 612, 620, 634, 642, 650, 658, 666
<b>RF.K.1c</b>	Understand that words are separated by spaces in print.	TE K.1: 48, 76–77, 88, 120, 186, 206, 228, 270, 286, 298–299, 306, 362, 372, 382, 404, 420, 428, 474, 506, 520, 540, 550, 566–567, 588, 596, 610, 626, 634 TE K.2: 48, 58, 68, 82, 90, 114, 136, 144, 152, 160, 218, 260, 276, 284, 298, 306, 314, 330, 376, 396, 406, 420, 428, 436, 444, 466, 474, 482, 490, 530, 598, 614, 644, 660, 668 TE K.3: 38, 48, 58, 68, 82, 90, 98, 106, 144, 160, 208, 218, 228, 238, 252, 260, 276, 298, 322, 330, 362, 376, 406, 428, 436, 452, 466, 474, 482, 498, 546, 556, 588, 612, 620, 634

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Common Core State Standards Initiative for English Language Arts (2010), Grade K**

Standard	Descriptor	Citations
<b>RF.K.1d</b>	Recognize and name all upper- and lowercase letters of the alphabet.	TE K.1: 56–57, 68–69, 76–77, 78–79, 132, 134, 174–175, 182, 190–191, 200, 210, 224–225, 232, 240, 250, 260, 274–275, 282, 290, 300, 310, 348–349, 356, 366–367, 376, 386, 400–401, 408, 446, 454, 516–517, 524, 534–535, 544, 568, S6, S7, S60 TE K.2: 34–35, 52–53, 86–87, 204–205, 222–223, 372–373, 390–391, 424–425, 542–543, 560–561 TE K.3: 34–35, 52–53, 86–87, 204–205, 222–223, 372–373, 424–425
<b>Phonological awareness</b>		
<b>RF.K.2</b>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
<b>RF.K.2a</b>	Recognize and produce rhyming words.	TE K.1: 47, 55, 58, 59, 105, 113, 163, 187, 221, 237, 287, 383, 421, 619, S8, S9, S40, S66, S77 TE K.2: 531, S31 TE K.3: 115, 161, 299, 589, 597
<b>RF.K.2b</b>	Count, pronounce, blend, and segment syllables in spoken words.	TE K.1: 75, 339, 363, 397, 429, 459, 475 TE K.2: 107, 277, 577, 591 TE K.3: 239, 277, 567
<b>RF.K.2c</b>	Blend and segment onsets and rimes of single-syllable spoken words.	TE K.1: 247, 451, 531, 573, 627, S59 TE K.2: 615 TE K.3: 651
<b>RF.K.2d</b>	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)	TE K.1: 179, 207, 229, 257, 279, 307, 353, 373, 405, 443, 467, 541, 551, 565, 611 TE K.2: 23, 39, 49, 59, 83, 91, 115, 129, 145, 193, 209, 219, 229, 239, 253, 269, 299, 307, 315, 377, 387, 397, 421, 445, 547, 567 TE K.3: 23, 39, 59, 83, 129, 193, 209, 219, 229, 253, 285, 363, 377, 387, 421, 531
<b>RF.K.2e</b>	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	TE K.2: 483, 491 TE K.3: 153, 323, 445, 453, 557, 621, 635, 667

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Standard	Descriptor	Citations
	<b>Phonics and Word recognition</b>	
<b>RF.K.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.	
<b>RF.K.3a</b>	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.	TE K.1: 182–183, 200–201, 232–233, 282–283, 356–357, 376–377, 524–525, 544–545 TE K.2: 42–43, 62–63, 212–213, 232–233, 380–381, 400–401, 550–551, 570–571 TE K.3: 42–43, 62–63, 212–213, 232–233, 380–381
<b>RF.K.3b</b>	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	TE K.1: 408–409, 614–615, 622–623, 630–631 TE K.2: 94–95, 302–303, 310–311, 318–319, 432–433, 640–641, 648–649, 656–657 TE K.3: 94–95, 302–303, 310–311, 318–319, 432–433, 592–593, 600–601, 608–609
<b>RF.K.3c</b>	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	TE K.1: 192–193, 242–243, 292–293, 368–369, 378–379, 536–537, 546–547 TE K.2: 44–45, 54–55, 64–65, 214–215, 224–225, 234–235, 382–383, 392–393, 402–403, 552–553, 562–563, 572–573 TE K.3: 44–45, 54–55, 64–65, 214–215, 224–225, 382–383, 392–393, 402–403, 552–553, 562–563
<b>RF.K.3d</b>	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	TE K.1: 646–647 TE K.2: 334–335, 672–673 TE K.3: 334–335, 624–625, 670–671
	<b>Fluency</b>	
<b>RF.K.4</b>	Read emergent-reader texts with purpose and understanding.	TE K.3: 92–93, 220–221, 364–365, 378–379, 532–533, 598–599



Standard	Descriptor	Citations
<b>Writing Standards</b>		
	<b>Text Types and Purposes</b>	
<b>W.K.1</b>	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).	TE K.1: 80, 128, 136, 176, 212, 226, 244, 262, 304, 350, 370, 410, 418, 448, 518, 528 TE K.2: 46, 56, 134, 236, 274, 374, 394, 434, 450, 564, 574, 604 TE K.3: 36, 56, 66, 104, 166, 274, 312, 374, 404, 434, 442, 564, 672
<b>W.K.2</b>	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	TE K.1: 176, 370, 448, 456, 538, 578, 586 TE K.2: 244 TE K.3: 104, 150, 216, 258, 434, 442
<b>W.K.3</b>	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	TE K.2: 120, 122, 304, 312, 320, 328, 336
	<b>Production and Distribution of Writing</b>	
<b>W.K.4</b>	(Begins in grade 3)	
<b>W.K.5</b>	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	TE K.2: 480, 488, 496 TE K.3: 648, 656, 664
<b>W.K.6</b>	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	N/A

Standard	Descriptor	Citations
	<b>Research to Build and Present Knowledge</b>	
<b>W.K.7</b>	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	TE K.1: 410, 448, 449, 473, 500, 641 TE K.2: 109, 167, 305, 352 TE K.3: 185, 267, 304, 447, 669
<b>W.K.8</b>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	TE K.1: 480, 518, 570, 633, 651 TE K.2: 46, 56, 109, 112, 356, 596 TE K.3: 56, 184, 275, 304, 447, 669
<b>W.K.9</b>	(Begins in grade 4)	
	<b>Range of Writing</b>	
<b>W.K.10</b>	(Begins in grade 3)	
<b>Speaking and Listening Standards</b>		
<b>SL.K.1</b>	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	
<b>SL.K.1a</b>	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	N/A
<b>SL.K.1b</b>	Continue a conversation through multiple exchanges.	TE K.2: 135, 643, 659 TE K.3: 283, 545
<b>SL.K.2</b>	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	TE K.1: 109, 123, 231, 399, 407 TE K.2: 25, 41, 262–263, 430–431 TE K.3: 84–85, 211

**Houghton Mifflin Harcourt *Trophies* correlated to the  
Common Core State Standards Initiative for English Language Arts (2010), Grade K**

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<b>Standard</b>	<b>Descriptor</b>	<b>Citations</b>
<b>SL.K.3</b>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	TE K.1: 108–109, 407 TE K.2: 25, 41, 378–379, 430–431 TE K.3: 84–85, 211
	<b>Presentation of Knowledge and Ideas</b>	
<b>SL.K.4</b>	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	TE K.1: 115, 188–189, 375, 414–415, 528, 556 TE K.2: 122, 304, 312, 320, 404, 405 TE K.3: 282, 283, 290, 314, 355, 384, 580
<b>SL.K.5</b>	Add drawings or other visual displays to descriptions as desired to provide additional detail.	TE K.1: 226, 556 TE K.2: 122, 336 TE K.3: 290, 355, 559, 580
<b>SL.K.6</b>	Speak audibly and express thoughts, feelings, and ideas clearly.	TE K.1: 477 TE K.2: 163, 477 TE K.3: 493

Standard	Descriptor	Citations
<b>Language Standards</b>		
	<b>Conventions of Standard English</b>	
<b>L.K.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
<b>L.K.1a</b>	Print many upper- and lowercase letters.	TE K.1: 56–57, 68–69, 76–77, 78–79, 132, 134, 174–175, 182, 190–191, 200, 210, 224–225, 232, 240, 250, 260, 274–275, 282, 290, 300, 310, 348–349, 356, 366–367, 376, 386, 400–401, 408, 446, 454, 516–517, 524, 534–535, 544, 568, S6, S7, S60 TE K.2: 34–35, 52–53, 86–87, 204–205, 222–223, 372–373, 390–391, 424–425, 542–543, 560–561 TE K.3: 34–35, 52–53, 86–87, 204–205, 222–223, 372–373, 424–425
<b>L.K.1b</b>	Use frequently occurring nouns and verbs.	TE K.1: 28, 44, 75, 115, 132, 134, 176, 184, 208–209, 212, 222–223, 231, 238, 244, 258, 273, 299, 308, 309, 312, 423, 430, 431, 445, 518, 583 TE K.2: 36, 216, 337, 384, 450, 484–485, 617 TE K.3: 101, 155, 163, 389, 447, 572, 618
<b>L.K.1c</b>	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	TE K.1: 115, 132 TE K.3: 101
<b>L.K.1d</b>	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	TE K.2: 109, 290, 434 TE K.3: 447, 450, 554, 669
<b>L.K.1e</b>	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	TE K.1: 238–239, 434
<b>L.K.1f</b>	Produce and expand complete sentences in shared language activities.	TE K.1: 165, 184, 212, 222, 234, 254, 418 TE K.2: 46, 112, 206, 426, 650 TE K.3: 46, 88, 394, 458

Standard	Descriptor	Citations
<b>L.K.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
<b>L.K.2a</b>	Capitalize the first word in a sentence and the pronoun I.	TE K.1: 184, 212, 222, 234, 254, 378–379, 418, 419 TE K.2: 46, 112, 206, 426, 650 TE K.3: 46, 255
<b>L.K.2b</b>	Recognize and name end punctuation.	TE K.1: 184, 212, 222, 234, 254, 418 TE K.2: 46, 112, 206, 317, 426, 455, 650 TE K.3: 46
<b>L.K.2c</b>	Write a letter or letters for most consonant and short-vowel sounds (phonemes).	TE K.1: 182, 200, 232, 282, 356, 376, 408, 524, 544 TE K.2: 42, 62, 94, 212, 232, 380, 400, 432, 550, 570 TE K.3: 42, 62, 94, 212, 232, 380, 432
<b>L.K.2d</b>	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	TE K.1: 615, 623, 631 TE K.2: 303, 311, 319, 641, 649, 657 TE K.3: 303, 311, 319, 450, 593, 601, 609
	<b>Knowledge of Language</b>	
<b>L.K.3</b>	(Begins in grade 2)	
	<b>Vocabulary Acquisition and Use</b>	
<b>L.K.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	
<b>L.K.4a</b>	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	N/A
<b>L.K.4.b</b>	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	N/A

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<b>L.K.5</b>	With guidance and support from adults, explore word relationships and nuances in word meanings.	
<b>L.K.5a</b>	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	TE K.1: 198–199, 231 TE K.2: 630 TE K.3: 434, 577
<b>L.K.5b</b>	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	TE K.2: 104 TE K.3: 469
<b>L.K.5c</b>	Identify real-life connections between words and their use (e.g., note places at school that are colorful).	TE K.1: 90–91, 230–231, 298–299, 374–375, 399, 415, 430–431, 645 TE K.2: 101, 221, 270–271, 364–365, 399, 404, 446–447, 450 TE K.3: 71, 101, 139, 241, 300–301, 389
<b>L.K.5d</b>	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	TE K.1: 184 TE K.2: 85 TE K.3: 389, 594
<b>L.K.6</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	TE K.1: 165, 341, 375, 567 TE K.2: 279, 389